DOCUMENT RESUME

ED 408 453 CE 074 241

TITLE	[South Carolina School-to-Work Brochures.]
INSTITUTION	Partnership for Academic and Career Education, Pendleton, SC.
SPONS AGENCY	South Carolina State Dept. of Education, Columbia. Office of Occupational Education.
PUB DATE	97
NOTE	15p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Career Choice; Career Development; Career Education; *Education Work Relationship; Educational Legislation; Learning Activities; *School Business Relationship; Secondary Education; State Legislation; State Programs
IDENTIFIERS	*Job Shadowing; *South Carolina

ABSTRACT

This packet includes three pamphlets from the South Carolina School-to-Work Initiative, which involves many components in ensuring for students high levels of academic and technical achievement; strong problem-solving, teamwork and technology skills; clear career goals; better access to postsecondary education and meaningful employment; and a better understanding of the world of work. The first pamphlet explains what school-to-work is, why it is needed, the key elements of school-to-work, what teachers can do to help, and the benefits to students. The two additional pamphlets discuss the following: (1) expanding opportunities for students, employers, and communities; and (2) student job shadowing, a school-to-work project connecting classrooms and careers for students in Pickens County, its benefits for students and employers, what shadowing activities are recommended, what types of jobs students can shadow, why employers should participate in shadowing, and a contact person for further information. (KC)

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South Carolina School-to-Work Brochures

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The Partnership for Academic and Career Education

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The South Carolina School-to-Work Initiative

Facts, Tips, and Ideas for Teachers

South Carolina
School-To-Work
Educational Pathways To The World

The Partnership for Academic and Career Education
P.O. Box 587
Pendleton, SC 29670-0587
(864) 646-8361, ext. 2107

What is School-to-Work?

School-to-Work is a new way of linking young people and meaningful work, classroom learning with workplace learning, and education with careers. It involves many important components, all working together, resulting in:

- high levels of academic and technical achievement
- strong problem-solving, team work and technology skills
- clear career goals
- better access to postsecondary education and meaningful employment
- a better understanding of the world of work

The South Carolina School-to-Work Transition Act, signed in to law in 1994, requires educators to make meaningful changes in what they teach and how they teach it, as well as the ways they help students explore career options. It also encourages employers to participate actively in the education process as a way of investing in their own future workforce. And, it enables students and parents to become stronger partners in obtaining a more rigorous and relevant education.

Why do we need School-to-Work?

The ***new information age, increasing technology, a global economy*** -- we live in an exciting, fast-paced world where change stares us in the face at every turn. In the past, a high school diploma guaranteed a comfortable living, and a college degree was an automatic ticket to success. In today's world, it's not that simple. The jobs of now and the future require a variety of basic and technical skills, as well as creativity, problem-solving, and decision-making abilities. It takes careful planning and a strong educational background to prepare our students for the job market of the future.

Did you know . . . ?

- By the year 2000, 65 percent of all jobs will require additional training beyond high school. *
- A 1990 report, *America's Choice: High Skills or Low Wages*, indicated that the United States ranks near the bottom of the industrialized world with respect to helping students transition from school to the workplace.
- Ten percent of U.S. workers change jobs annually. (TERM, January-February, 1997)
- The fastest growing occupations will be in computer technology and health services. *
- Students with the most education and training will get the highest pay. *
- One in six new jobs now goes to technical workers. *(U.S. News and World Report*, October 31, 1994)

* U.S. Department of Labor, *Occupational Outlook Handbook*, 1996-97

What are the Key Elements of School-to-Work?

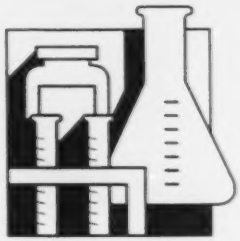
Basic Components:

- rigorous and relevant academic preparation, emphasizing how classroom knowledge is applied in the real world of work;
- career exploration and counseling for all students, beginning in kindergarten and continuing through grade twelve;
- work exploration and experience, including a wide range of mentoring opportunities;
- structured work-based learning activities, such as cooperative education and apprenticeship, which integrate academic and on-the-job learning.

Four Steps:

- **Awareness** (kindergarten and elementary): Students learn about the role of work, becoming aware of the wide variety of occupations and their own uniqueness.
- **Exploration** (middle school): Students learn about the relevance of academics, visit job sites, and explore career options. Comprehensive career guidance plans are developed by the end of 6th grade and updated at least annually throughout high school.
- **Preparation** (high school): Students participate in a wide range of STW opportunities, from shadowing to apprenticeship, while earning a high school diploma.

- **Application** (post-secondary): Students continue their education and training at technical/community colleges, four-year colleges and universities, or enter the workforce.



Key Ingredients:
Work-based learning activities for students are the "key ingredients" of School-to-Work.

- **Career Awareness and Exploration:** Students are exposed to careers through classroom speakers, field trips to business and industry, and career fairs.

- **Job Shadowing:** A student observes an employee on the job for a portion of a work day or a full work day. The student "shadows" the employee to learn more about what he/she does on the job, what the company or agency does, and what it takes to be successful in the world of work.

- **Service Learning/Community Service:** Students apply classroom knowledge and skills in real world situations through a community service project or activity.

- **Mentoring:** Mentoring is a relationship between a student and an adult (mentor) who guides and helps the student, especially in the area of career planning. Mentoring can be work-based, school-based, or community-based.

- **Internship:** This option allows the student to spend several days or weeks in a job related to their coursework or choice of careers. These opportunities may be paid or unpaid and are designed to meet the needs of the sponsoring employer while providing real world experiences for the students.

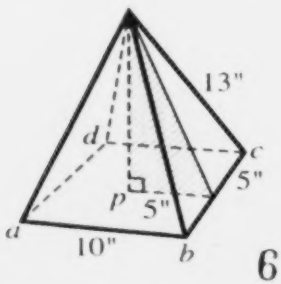
- **Cooperative Education:** Students combine classroom instruction and paid work experience related to their chosen occupational program of study. A training program is developed by the sponsoring employer and school to facilitate the learning process.

- **Youth Apprenticeship:** This highly structured program combines school instruction with on-the-job training. It is designed for students 16 years of age or older, lasting three to four year, and leading to an associate degree in a technical field and certification in their mastered field.

What can teachers do to help?

There are many ways teachers can support School-to-Work:

- Infuse career awareness concepts into the curriculum (e.g. assign "Careers of the Future" as the topic for an English paper or use a workplace application to illustrate a math concept).
- Do all you can to expose students to the world of work. Provide business and industry tours and invite speakers from the world of work into the classroom.
- Encourage students to participate in work-based learning activities such as job shadowing, mentoring, service learning, internships, cooperative education, and youth apprenticeship.
- Encourage students to enroll in occupational courses such as electronics, computers, business, and others to help meet career goals, gain greater career understanding, and be better positioned to enter the job market.
- Help students understand what they are learning, why they are learning it, and how they can use it when they leave school. Always look for ways to answer the question, "Why do I need to know this?"
- Help your students find a "career pathway." No student should simply have "graduation" as a goal.
- Use examples of appropriate workplace behaviors as a basis for teaching dependability, teamwork, timeliness, appropriate dress, accepting criticism, safety, and honesty.
- Help students understand *themselves* -- their likes, dislikes, interests, abilities, and talents. Help them associate these characteristics with careers.



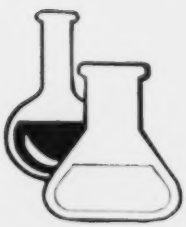
- Expose kids to a variety of careers, rather than just traditional ones.
- Help students learn to access career related information. Teach them how to use the library and career-based software like SCOIS and C-Lect.
- Encourage parents to get involved in their child's career planning process.

- Support the efforts of your school's career specialist and/or school-to-work coordinator.
- Help your students discover the many career choices available after graduation. Aid them in understanding that there are no *perfect* career choices, only *good* choices.
- Help students understand you can only make two mistakes in career planning -- too *little* or too *late*.

What are the Benefits to Students?

School-to-Work is not a "program" or a set of activities. It is a total educational system designed to ensure that all students have the knowledge and skills necessary for their next career step. School-to-Work provides:

- comprehensive career information;
- improved career guidance programs and systematic planning;
- constant reminders that the main purpose of education is to prepare students for careers;
- greater motivation for students by making learning more meaningful and relevant to the world of work;
- expanded opportunities for all students to gain real experiences in the workplace;
- smooth transitions to postsecondary education and/or the workforce;
- enhanced skills and experiences to become successful in careers of the future.



Never before have students been met with such a wide variety of choices or such a high standard of expectations. With your support, help, and encouragement, our students have an excellent chance of preparing to make the best choices and meet the standards of a challenging and rewarding career.

Sections of this brochure were adapted from materials produced by the South Carolina Department of Education, Office of Occupational Education.

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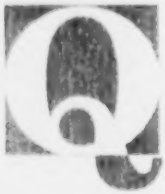
SCHOOL-TO-WORK:

Expanding Opportunities for Students, Employers and Communities



What is "School-to-Work?"

School-to-Work is a new way of linking young people and meaningful work...classroom learning with workplace learning...and education with careers. It involves many important components, all working together, resulting in

- high levels of academic and technical achievement
- strong problem-solving, team work and technology skills
- clear career goals
- access to postsecondary education and meaningful employment
- better understanding of the world of work as well as how area companies and service agencies contribute to the local and global economy

School-to-Work (STW) requires educators to make meaningful changes in what they teach and how they teach it, as well as the ways they help students explore career options. It also encourages employers to participate actively in the education process as a way of investing in their own future workforce. And, it enables students and parents to become stronger partners in obtaining a more rigorous and relevant education.

Recent state and federal legislation provides support for STW programs and systems across South Carolina and the nation. Locally, the school districts of Anderson, Oconee and Pickens counties, as well as Tri-County Technical College, are working collaboratively with area employers and the Partnership for Academic and Career Education (PACE) Consortium to plan and develop School-to-Work programs.

What are the Options?

School-to-Work involves classroom learning that encourages high standards, and that is purposefully linked with workplace learning experiences. Workplace learning is planned jointly by school personnel and employers, and ranges from brief activities to long-term assignments, which may or may not be paid. Options include

- job shadowing
- service learning/community service
- internship
- cooperative education (co-op)
- coordinated co-op (high school/technical college)
- youth apprenticeship
- registered apprenticeship

Who Benefits?

School-to-Work benefits everyone—students, employers, parents, school systems and communities.

- Students benefit from "real-world" experiences that reinforce their classroom studies and help focus their career interests.
- Parents gain confidence that their children's education is meaningful, and that it provides many worthwhile options after high school.
- Employers benefit from an improved educational system, and opportunities to develop skilled, young employees who can contribute to advancing the goals of the company/agency.
- School systems and communities benefit from greater numbers of high school graduates who are capable of obtaining meaningful employment and continuing their formal education.

School-to-Work Options and Opportunities

Components ► / STW Options ▼	Grade Levels/ Availability*	Duration	Credit/ Credentials	Paid/ Unpaid	Training Plan/ Agreement	Primary Function
Shadowing	7-12 / all students	4-8 hours	class project credit (possibly)	unpaid	sometimes	career exploration
Service Learning	3-12 / all students	1 hour up to several weeks	class project credit (possibly)	unpaid	sometimes	career exploration
Internship	10-12 / all students	1 week to 6 months	class project credit (possibly)	usually unpaid	usually	career exploration, guided work experience
Co-op	11-12 / occupational students	1 semester to 1 school year	course credit	paid	yes	work experience
Coordinated Co-op	12-14 / occupational students	3 years (grades 12-14), including summers	course credit (HS)	paid	yes	work experience
Youth Apprenticeship	12-14 / occupational students	3 years (grades 12-14), including summers	course credit (HS); HS dipl., voc cert., associate degree	paid	yes	skilled work experience
Registered Apprenticeship	12-14 / occupational students	1 year to 6 years (grades 12+)	course credit (HS), HS dipl., voc. cert., journeyworker cert., assoc deg. (possibly)	paid	yes	skilled work experience

* grade levels and availability may vary depending upon the participating school; some programs may require that students meet specific entrance standards in order to participate

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How can I get *More* Information?

If you are an employer interested in exploring ways your company or agency can become involved in STW, please contact the coordinator listed for your area. Or, for general information, you may contact Rebecca Eidson in the PACE Office (646-8361, extension 2107).

If you are a parent or student who would like additional information on STW, please contact the coordinator listed for your school district.

Career and Technology Center/
Anderson Districts One and Two
(Williamston, Belton, Honea Path,
Powdersville Area):
Judy Adkins, STW Coordinator
(phone 847-4121; fax 847-3539)

Anderson Districts Three and Four
(Starr/Iva and Pendleton Area):
Donn Griffith, STW Coordinator
(phone 348-2303; fax 348-6317)

Anderson District Five
(City of Anderson):
Sheron J. Lee, STW Coordinator
(phone 260-5000; fax 260-5074)

Oconee County Schools:
Wayne Frady, Business/Industry Coordinator
(phone 885-5011; fax 885-5012)

Pickens County Schools:
Danny Fahey, STW Coordinator
(phone 855-8195; fax 855-8159)

In addition to the persons listed above, several local high schools have appointed coordinators to help in planning and implementing school-to-work activities. Therefore, information on another contact person may be included here.

This brochure was developed by the Partnership for Academic and Career Education (PACE), Pendleton, SC; September 1995

Student Shadowing

A School-to-Work Project Connecting Classrooms and Careers for Students in Pickens County

What is Shadowing?

Shadowing is a one-on-one activity in which a student observes an employee on the job for part or all of a workday. The student "shadows" the employee to learn more about the specific job, the company, and what it takes to be successful in the world of work.

"The Job Shadowing Program is a great way to show students how all parts of their education apply in today's advanced workplace. It also gives them the opportunity to meet with career professionals and find out what skills and education are needed to meet their personal career goals."

Ernie Dandeneau
Operations Manager
Sealevel Systems, Inc.

South Carolina
School-To-Work
Educational Pathways To The World

In 1994, the School-to-Work Opportunities Act was passed in South Carolina. This act enables students to gain exposure to the world of work as part of their educational experience. With the cooperation of business and industry, parents, and educators, students have the opportunity to investigate areas of career interest, gain workplace skills, and learn to connect classroom learning to "real world" job situations.

How does Shadowing benefit students?

Students benefit from the opportunity to observe, ask questions, and obtain first hand knowledge of the workplace. Shadowing also helps students assess their personal interests and skills in order to make better career decisions. Students receive training at their high school to prepare them for the shadowing experience.

How does Shadowing benefit the Employee?

Employees benefit from a shadowing activity because it gives them the opportunity to share their experiences, insights, and knowledge with a future member of the workforce. The opportunity to help a young person explore career interests can be a rewarding experience.

"I truly enjoyed participating in the job shadowing program. I am the type of person who learns more with a 'hands-on' approach. Job shadowing made me even more interested in becoming an electronics technician and possibly one day an engineer."

Joshua B. Pigrim
Student
Pickens High School and B.J. Skelton Career Center

What Shadowing activities are recommended?

There are many ways to expose students to the real world of work, including the following activities:

- Allow the student to observe a normal working day.
- Give the student a tour of the facility.
- Explain education and skill requirements for the job.
- Explain the responsibilities and tasks of the job.
- Simulate a new hire orientation.
- Show the student how the job fits into the overall operation of the business.
- Introduce the student to associates on the job.
- Answer the student's questions.

"Job Shadowing is an excellent way for our students to explore careers in the world of work. Employers can ***show*** *them why subjects like math and English are important on the job– that has a much greater impact than me just* ***telling*** *them in the classroom!"*

Yvonne Reichenbach
Communications for the Workplace Teacher
Pickens High School

What types of jobs can students shadow?

Virtually any type of job can provide a shadowing opportunity for a student.

Examples include:

Accountant
Automated Manufacturing Technician
Automotive Technician
Bank Teller
Broadcast Technician
CAD Drafter
Child Care Worker
Computer Programmer
Computer Service Technician
Dental Hygienist
Desktop Publisher
Drafter
Electrical Technician
Emergency Medical Technician
Engineering Technician
Financial Consultant
Forester
General Manager
Graphic Artist
Horticulturalist
Human Resources Manager
HVAC Technician
Journalist
Librarian
Machinist
Marketing Manager
Mechanic
Mechanical Engineer
Media Director
Medical Assistant
Nurse
Optometrist
Paralegal
Quality Assurance Manager
Real Estate Agent
Robotic Technician
Scientist
Science Technician
Sound Technician
Surgical Technician
Surveyor
Tool and Die Maker
Travel Agent
Veterinarian
Veterinarian Assistant
Welder

Why should your organization participate in Shadowing?

By getting involved in a shadowing program, your organization can:

- Play an important role in helping students plan now for education and skills required in the workplace.
- Help improve educational programs by providing work-based learning opportunities.
- Participate at a time that is convenient.
- Choose to host any number of students.

"Job shadowing was an excellent way for me to see someone working in the career field that interests me. This experience gave me a goal to work for."

Bobby J. Cannon
Student
Pickens High School and B.J. Skelton Career Center

*"Shadowing benefits both students **and** our employees! The student is able to see the workplace as it really is. They are able to observe, inquire, and assess their personal interests and skills in order to make better career decisions. Our employees have the opportunity to share their own personal experiences, insights, and knowledge with a future member of the workforce. It is a rewarding experience for everyone involved!"*

Miriam McCall
Programmer Analyst
Ryobi Motor Products

How do I get more information about Shadowing?

For general information, you may contact Rebecca Eidson with the Partnership for Academic and Career Education at 646-8361, extension 2456. To explore ways your company or agency can get involved in job shadowing, please contact:

Danny Fahey, STW Coordinator
School District of Pickens County
B.J. Skelton Career Center
1400 Griffin Mill Rd.
Easley, SC 29640
Phone 855-8195; Fax 855-8192

"Not only do the students gain insight into career opportunities, our workplace benefits from the excitement and new energy brought in by the students!"

DeNear Roach, RN
Wellness Coordinator
Cannon Memorial Hospital

In addition to the person listed, several high schools have appointed coordinators to help in planning and implementing School-to-Work activities. Therefore, information on another contact person may be included here.

This brochure was developed by the Partnership for Academic and Career Education (PACE) Pendleton, SC; March 1997. PACE is a a business and education consortium involving the seven school districts of Anderson, Oconee, and Pickens counties, local businesses and industries, Tri-County Technical College, The Career and Technology Center of Anderson School Districts One and Two, Clemson University, The Anderson and Oconee Business and Education Partnerships, and the National Drop-out Prevention Center at Clemson University. Special thanks to the five School Districts of Anderson County for assistance in developing content and format.

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